GOVERNOR'S P-20 COUNCIL
November 13, 2006

Agenda Item No.   5.

Subject: Committee Updates

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Executive Director

----- Background Information -----

This item provides the Governor's P-20 Council's Committee Chairs and Members an opportunity to provide update information and reports to the Council. The Committee Chairs will bring to the Governor's P-20 Council the recommendations of each Committee for review and discussion. Attached are the Recommendations from each Committee.

a.   Adolescent Literacy Committee – Kristen Rex, Chair
b.   Communications Committee – Paul Luna, Chair
c.   Data, Assessment & Graduation Compact Committee – Dr. Sybil Francis, Chair
d.   Education Alignment Committee – Dr. Karen Nicodemus, Chair
e.   Education/Workforce Pathways Committee – Dr. Jim Zaharis and Susan Carlson, Co-Chairs
f.   Teachers Committee – Dr. Kino Flores and Dr. Ron Marx, Co-Chairs

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Council Action Requested: None.

Attachments: Committee Recommendations

DRAFT Recommendations and Work Plan for Adolescent Literacy Committee

1. Assess impact, use and effectiveness of AzReads and bring recommendations for an Adolescent Literacy model.

   > Research shows clearly that professional development is most effective when it focuses on questions and concerns that arise from teachers' actual experience in the classroom, engages them in discussion of their academic content, and brings them together on a regular and ongoing basis, rather than sending them to a generic, one-time workshop. The Arizona Reads initiative should provide precisely this sort of opportunity. Currently, the state funds six regional centers, staffed by master elementary-level teachers who are on leave from their regular schools to serve as a resource for teachers who need help teaching early reading skills.

2. Identify funding to coordinate Adolescent Literacy Initiative
   a. Build awareness
   b. Fund professional development
   c. Provide grants to pursue the new Literacy Endorsement
   d. Create a competitive grant program to support districts that commit to offering high quality, ongoing professional development that focuses on literacy instruction across the content areas.

3. Provide recommendations to the State Board of Education to:
   a. Embed reading standards into every content area;
   b. Review and revise the standards annually;
   c. Assess Teacher Preparation program content coursework to ensure reading strategies are included;
   d. Identify Diagnostic Assessments specific to Adolescent Readers;
   e. Obtain funding for professional development to regional offices and the Department of Education.

4. Provide recommendations to the State Board of Education regarding the revisions of the K-12 reading endorsement.

   > Currently, Arizona offers a K-12 reading endorsement, but it is mainly elementary level teachers who pursue it, few districts offer a significant salary increase to those who obtain it, and its only requirement is to complete 15 graduate-level credit hours (but not necessarily to complete a rigorous or coherent curriculum). Pursue recommendations that would ensure the design of meaningful sequence of courses in content area literacy instruction, designate qualified university faculty to teach them, require a competitive application process for interested teachers, and provide a meaningful incentive to pursue the endorsement (such as a significant salary increase and the opportunity to serve as a literacy coach and/or mentor to other teachers).

5. Provide technical support and funding to build high school and middle school library collections

   > Encourage major private and corporate philanthropies to partner with individual schools and/or districts, so as to help them obtain appropriate, high-quality reading materials and other resources.

DRAFT Recommendations and Work Plan for Communications Committee

1. ## Create and execute a communications plan to build and sustain public will for P20 reform.

2. ## Identify communications priorities for the next six to 12 months

   - Define why the Governor's P-20 Council is having education discussion – what is P-20. Develop a common message to build credibility and purpose.
   - Create a FAQ Sheet and other communications materials
   - Prepare an inventory of other efforts/stakeholders who are pro-alignment.
   - Provide research and other information for response to concerns and criticisms regarding alignment.
   - Include a "to do" list and identify the "who, what, when and why" as well as costs involved to develop and implement a communications plan.
   - Identify funding sources for a comprehensive communications and marketing plan.
   - Providing Communications training for Council members
     - Incorporate a speaker's bureau consisting of Council members
     - Develop a standardized Power Point presentation
     - Develop key messages from the Governor's P-20 Council Committees
   - Build the case for change: Research is showing that _all_ students graduating from high schools today need the same preparation whether they are workforce or college bound. This same research also shows that 21st century jobs require more knowledge and skills and nearly all require some form of postsecondary education. According to one recent poll, 88 percent of students said they would work harder if their high school demanded more of them, set higher standards and raised expectations.
     - The 21st century global economy is changing the nature of work and skills necessary for students to succeed.
     - The majority of well-paying jobs require more mathematics, science and technology skills and some form of post-secondary education.
     - For Arizona to keep the jobs we have and attract jobs we want in the future, we must align education curriculum and standards to better meet these 21st century workforce needs

3. ## Identify Priority Constituencies?

   - Governor's P-20 Council membership
   - Immediate constituencies of the Governor's P-20 Council membership.
   - Parents/students so that they understand the issues and necessity for change.

4. What kinds of communications support do we need in order to carry out these priorities?

- An action plan to implement communications and branding strategy.
- Briefing/training for the Governor's P-20 Council members to roll out plan/branding strategies and tools.
  - Incorporate a speaker's bureau consisting of Council members
  - FAQ sheet
  - Newsletter
  - Website
  - Power point presentation
- Key messages from the Governor's P-20 Council Committees
- Funding for a comprehensive communications and marketing plan.
- Provide vendor with promising plans (e.g. United Way, NGA, Kentucky)

DRAFT Recommendations and Work Plan for Data, Assessment & Graduation Committee

Graduation Supports

Supporting Arizona students and enabling every student to graduate work and college ready will require an integrated system of teaching and learning, student support, appropriate assessment of our goals and the data to support good decision making in the classroom and at the policy level. To that end, the Data, Assessment and Graduation Committee recommends the following items to ensure high expectations with resulting school and student supports.

1. **Provide Personal Personalized Graduation Plans for students beginning in the 6th grade.**

   The plans shall do more than inform parents; they shall include recommendations for course sequencing as well as action steps to prepare students for higher education or the workforce. The Plan shall also address a course of action for students in jeopardy of not graduating. The Committee and the Council should review Best Practices in other states and bring the Council and the State Board of Education additional recommendations by Spring 2007.

2. **Provide Graduation Support grants for research based strategies and programs with proven success. This could include:**
   - Summer programs;
   - Early intervention programs for 6th through 8th graders;
   - Freshmen supports;
   - Dropout prevention and recapture programs that increase graduation rates;
   - Programs focused on mentoring and building relationships with families;
   - Programs that illuminate for students what high school graduation offers including early college opportunities;
   - Alternatives to expulsion that allow implementation of discipline policies while avoiding loss of student learning time;
   - Alternative delivery programs that result in on-time high school graduation;

3. **Provide incentives for schools and teachers who have high retention and recapture rates.**

   These changes should be reflected in AZLEARNS to ensure schools graduating adult students and recaptured students receive credit. Current accountability systems create a disincentive for enrolling students who are behind or who dropped out and have yet to graduate.

4. **Pursue legislation to phase in a compulsory attendance age increase from 16 to 18 as part of an integrated system for improving graduation rates.**

   Continue to address issue of enforcement: form a focus group of parents, educators and law enforcement to discuss truancy and enforcement options.

5. **Require every school to have options for students falling behind in credits or not passing AIMS.**

Implement alternative course delivery or catch-up opportunities. Can be funded through the grants noted above.

6. Build on the work of the Center for the Future of Arizona in establishing a statewide graduation goal
   a. *12 by '12*: Increase Arizona's high school graduation rate 12% by the state's centennial in 2012 (from 77% in 2004 to 86.2%)
   b. *Top 10 by 2020*: Be in the top 10 state public school systems nationwide by 2020 (by increasing graduation rate up to 92.5%, a 20% increase over the 2004 graduation rate)

7. Assess use and effectiveness of alternative schools. Review definition and purpose of Alternative Schools.

8. Request the State Board of Education to implement a course-taking sequence for required core curriculum.

9. Request that the State Board of Education address the issue of non-transferable high school credits.

10. Convert testing system to end-of-course testing.

11. Request that the State Board of Education convert state standards testing as required by law from paper testing to computer testing. Tests would more readily available to accommodate additional testing options throughout the year and to allow for instant results and question banking.

12. Prioritize the implementation of needed data elements pursuant to the recommended elements identified in the National Data Quality Campaign.
    a. Implement electronic student transcript information to ease transfer of information for mobile and transferring students to limit loss of learning time; to facilitate implementation of Personalized Graduation Plans; to improve advising of students; and to better quantify options for learning that work.
    b. Implement teacher identification systems in order to have better data on teacher preparation; supply and performance.

13. Clarify for public, education governance structures and research institutions standards for access to data.

14. Provide an oversight council to ensure timely implementation with strong system and data integrity.

DRAFT Recommendations and Workplan for for Education Alignment Committee

1. Define and ensure that K-8 coursework and standards prepare students for high school math and science.
   - Review of middle school and elementary school math standards and align with high school expectations;
   - Recommendations that prepare and require students take Algebra I by 8th grade;
   - Develop institutes that will provide certification to teachers in high needs content areas.

2. Define and ensure that high school coursework and standards in math and science prepare students for postsecondary education and the workforce.
   - Work with the higher education Articulation Task Force (ATF) to review expectations for math and science;
   - Review Arizona's current math and science standards, compare with Achieve Inc.'s benchmarks and align with the ATF's expectations;
   - Recommendation that high school math requirements be raised from two years of math to three years of math;
   - Identify work and college ready assessment.

3. Support the Data, Assessment & Graduation Committee's Recommendations for graduation supports, specifically:
   - Request the State Board of Education to implement a course-taking sequence for required core curriculum.
   - Provide Personal Personalized Graduation Plans for students beginning in the 6th grade.
     - The plans shall do more than inform parents; they shall include recommendations for course sequencing as well as action steps that will prepare students for higher education or the workforce. The Plan shall also address a course of action for students in jeopardy of not graduating. The Committee and the Council should review Best Practices in other states and bring the Council and the State Board of Education additional recommendations by Spring 2007.
   - Pursue legislation to phase in a compulsory attendance age increase from 16 to 18 as part of an integrated system for improving graduation rates.
     - Continue to address issue of enforcement: form a focus group of parents, educators and law enforcement to discuss truancy and enforcement options.
   - Request that the State Board of Education address the issue of non-transferable high school credits.

4. Undertake a postsecondary demand and feasibility study to provide a baseline for policy determinations for increasing the number and diversity of students who have access to and complete Associate and Baccalaureate degrees throughout Arizona. The information should include, but will not be limited to, the following data points:

- Occupational and post-secondary enrollment and retention trends for all Arizona counties;
- Upper division courses desired by community colleges and current gaps in post-secondary program needs based on occupational and enrollment trends;
- Opportunities for obtaining a baccalaureate degree credits between post-secondary institutions as well as in high school for transfer to either a community college or university;
- The number of baccalaureate degrees awarded by all Arizona public and private universities for in-state students over the last three (3) years through partnership with a community college campus and program.

DRAFT Recommendations and Work Plan for Education/Workforce Pathways Committee

1. Develop and/or expand programs/pathways that create vehicles (including alternative and non-traditional delivery systems) for students to achieve higher graduation requirements and learn the skills needed to be prepared for higher education and the workforce:

   *(*to mirror vision statement language once finalized)*

   - Offering the Arizona Scholar's Program as a statewide pathway and use for capacity building;
   - Ensuring alignment;
   - Pursuing integration of relevance and skills needed in high schools coursework through CTE Pathways;
     - Ensure alignment of Career and Technical Education program standards and funding with workforce needs;
     - Ensure alignment of CTE coursework with core academic standards;
   - Expanding the International Baccalaureate Program to all school districts;
   - Funding Advanced Placement Programs in high-needs districts;
   - Expansion of Dual/Concurrent enrollment programs with a special focus on early preparation for enrollment in areas of high need in the workforce such as teaching and engineering;
   - Providing guidelines and assistance for high school modernization strategies including:
     - smaller learning communities including academy models in math, science, the arts and education;
     - e-learning;
     - longer school day/year;
     - review of the senior year;
     - alternative education;
   - Ensure a supportive environment for students:
     - Coordinate services to ensure that all youth have their basic needs met;
     - Develop a tool to evaluate youth development in Arizona;
     - Promote the use of youth development strategies within state agencies, non–profits, and philanthropies;

2. Identify and eliminate barriers that may prevent students from participating in Career Technical Education (CTE) courses or that prevent participation from being meaningful.

   CTE coursework provides options as well as relevance to students pursuing 21st Century readiness. However, stakeholders report challenges and barriers to fully embedding CTE coursework in the high schools.

   - Conduct survey to identify challenges and barriers to CTE;
   - Review workforce readiness assessments (e.g. industry certification, Workkeys, etc.) and recommend course of action for assessing Arizona students' industry readiness;

- Create awareness of career opportunities available as well as the preparation necessary to pursue opportunities after graduation that will meet the needs of growing industries in Arizona.
- Align a body of CTE courses to core academic standards to ensure acceptance of credits by higher education institutions.

3. **Establish K-12 environment that fosters and incents districts implementing innovative mathematics and science programs.**

   Focus on increasing student proficiency in math and science by creating new models for math and science education. Math and science skills are in high demand. Creating pathways for students to meet increased standards in math and science will deepen Arizona's access to students who have completed a rigorous program of math and science study.

4. **Support the Data, Assessment & Graduation Committee's Recommendations for graduation supports, specifically:**

   - **Provide Individual Personalized Graduation Plans for students beginning in the 6th grade**
     - The plans shall do more than inform parents; they shall include recommendations for course sequencing as well as action steps that will prepare students for higher education or the workforce. The Plan shall also address a course of action for students in jeopardy of not graduating. The Committee and the Council should review Best Practices in other states and bring the Council and the State Board of Education additional recommendations by Spring 2007.
   - **Pursue legislation to phase in a compulsory attendance age increase from 16 to 18 as part of an integrated system for improving graduation rates.**
     - Continue to address issue of enforcement: form a focus group of parents, educators and law enforcement to discuss truancy and enforcement options.
   - **Request that the State Board of Education address the issue of non-transferable high school credits.**

DRAFT Recommendations and Work Plan for Teachers Committee (*See Attached also)

1. Attract and retain teachers.

Develop strategies to improve teacher quality, improve working conditions for teachers and attract highly qualified people into the teaching profession.

- Provide funding for Students during teaching semester
- Provide forgivable loans for high-needs placements
- Reduce tuition during student teaching
- Tuition waivers in high-needs subjects
- Increase incentives for recruitment to high-needs subject areas and hard-to-staff schools
- Provide for centrally funded mentoring and induction activities
- Consider state income tax benefit to off-set costs associated with career transition

2. Ensure Teacher preparation programs are geared for P-20 Readiness.

- 21st Century preparation format
- Improvements to field work
- Impact on supply
- Recognize data and technology classroom needs and teacher expertise: certification or endorsement
- Establish a student teaching time standard: 15-week student teaching experience for certification
- Common suite of web based software and tools: formative assessments

3. Provide for statewide Professional Development.

- Standards based
  - Embedded; Data driven; relevant
- Regional Network
- Career Opportunities
- Mentoring

4. Address teach pay.

- Competitive
- Market Based: Math, Science, Special Education
- Performance-based wage enhancements

5. Proitize the implementation of needed data elements pursuant to the recommended elements identified in the National Data Quality Campaign.

- Implement teacher identification systems in order to have better data on teacher preparation; supply and performance.
- Make formative assessments and data universally available
- Make technology available to teachers that provides Common suite of web based software and tools

DRAFT RECOMMENDATIONS SHEET

Teacher Supply: attract and retain teachers

Teacher preparation: P-20 Readiness
- 21st Century preparation format
- Improvements to field work
- Impact on supply

Professional Development
- Standards based
  - Embedded; Data driven; relevant
- Regional Network
- Career Opportunities
- Mentoring

Pay

- Competitive
- Market Based: Math, Science, Special Education
- Performance-based wage enhancements

Discussion/Draft Recommendations

Governor's Council on Innovation and Technology
   <u>Teaching and Learning Using Technology: Recommendations</u>

Formative Assessment
                Make formative assessments and data universally available
Common Digital Curriculum
Technology for teachers –
- Common suite of web based software and tools – essential (not exhaustive)
- Recognize data and technology expertise: certification or endorsement
Instruction and Best Practices
- Support collaboration (time)
- Help teachers analyze/"see" data
- Technology and data must be embedded for teaching and learning; used for problem solving across content areas and not treated as separate content area. (Consistent with Partnership for 21st Century and Standards Plus idea: See F.)

Assistive Technology
- 8th graders should know how to use spreadsheets to solve equations
Standards Plus? – Alternative: Partnership for 21st Century Skills: don't create two standards

<u>Specifically:</u>

- Assistive Technology
- Enhance in-service technology training
- Prioritize mentor & induction programs that include a technology and data component
- Ensure mentors are technologically proficient and comfortable: induction standards?
- Review *in-classroom* technology standard
- Education Technology Advisory Board – SFB or explore assignment of task to E-learning Task Force.
- Web Portals should have regional relevance: access or content?

**FYI… The new program approval process requires institutions to identify how their pre-service teacher education programs address the ISTE standards for technology. These are the national technology standards for entry-level teachers.

Proposed Recommendations from ASU, NAU and U of A:

Establish a student teaching time standard: 15-week student teaching experience for certification

Invest state support in the state institutions to prepare teachers:
- ASU, UA and NAU have scalable models, but need resources
- Increase faculty resources (tenure stream and clinical), recruiting, advising and operations
- Increase payment for cooperating teachers

Additional financial aid
- Student teaching semester
- Forgivable loans for high-needs placements
- Reduced tuition during student teaching
- Tuition waivers in high-needs subjects

Increase pipeline to teaching
- Create web-based AP courses in math and science for rural sites to increase pipeline
- Increase math and science requirements
- Increase incentives for recruitment to high-needs subject areas and hard-to-staff schools
- Consider recruiting teachers from engineering majors
- Develop institutes to provide certification in high needs content areas (Mesa)
- State incentives for high needs areas
  - Scholarships
  - Loan forgiveness
  - Housing Subsidies
  - Content area wage enhancements

Support systematic retention through
- Enhanced salaries and working conditions for teachers
- Centrally funded mentoring and induction activities

Business and state supported career transition-to-teaching
- Phased-in program in which, before retirement, employees are supported to participate in teacher certification

- Consider state income tax benefit to off-set costs associated with career transition

Enhance perception of professionalism and preparation of teachers
- Most teachers enter with 3.0 or above
- Have higher GPA requirement than business
- Must have demonstrated experience with students other than student teaching

Educate public and policy makers regarding availability of alternative preparation

Teacher data systems
- Comprehensive data system to link teacher prep graduates and student achievement (value-added model)
- More precise data reporting from AEPA (for purposes of program improvement)
- Unique identifiers for teachers to see teachers from training programs into the classroom

Academic Scholars

Work with P20 Communications Committee on messages for students
Evaluate teachers based on student retention
Evaluate teachers based on student retention in critical content areas
Provide university entry weight for more rigorous coursework
Require physics for university entry (enhances readiness and Pell dollars.)
Provide higher ed reciprocity certificates for K12
Enhance Part-time faculty infrastructure math and science instructors

K12
Recruit from experienced high performing elementary corps
Prioritize mentoring and induction
Enhance student teacher placements and preparation classes in high needs areas
All districts must adopt guidelines for use and placement of student teachers
Include student teacher placements on stipend menu for CL/career development programs
Enhance teacher pathway in CTE; provide credit for in-classroom internships in high school

University of Phoenix
Increase awareness of alternative route options
Increase awareness of online and flexible modalities; many still unaware of online providers in Arizona
Continue standards-based program approval process
- New ADE process requires standards alignment & related assessment data
- Continue efforts to improve teacher working conditions and increase retention
- Teacher Working Conditions survey
- Increase teacher pay
- Induction and mentorship opportunities for new teachers
College/high school partnerships; identify teaching as a career path early
Partner with districts to provide pre-service options for paraprofessionals